



End-Point Assessment

Specialist Teaching Assistant Level 5 V1.0
Support Pack



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INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Specialist Teaching Assistant Level 5 apprenticeship standard. This document is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Specialist Teaching Assistant Level 5.

An apprentice Specialist Teaching Assistant Level 5 should typically spend 24 months on programme, although this may vary depending on previous experience, with a minimum 12-month duration.

This support pack is divided into sections covering all the relevant aspects of EPA for this standard.

Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide, you will find references to End-Point Assessment. This information has been outlined in the Institute for Apprenticeships and Technical Education, Specialist Teaching Assistant Level 5 Assessment Plan. For reference, you can find this document.

[Specialist Teaching Assistant L5 EPA Plan](https://www.instituteforapprenticeships.org/Specialist-Teaching-Assistant-L5-EPA-Plan)
([instituteforapprenticeships.org](https://www.instituteforapprenticeships.org))



EPA TIMESCALE

Register with NQual

Training Providers should register apprentices for EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice, and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a minimum of 2 weeks prior to EPA.

Gateway

EPA Booking

The training provider should complete the booking section on the gateway form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once EPA is approved.

EPA Approved

EPA Assessment

The apprentice will complete an Observation with questions and a Professional Discussion underpinned by Portfolio of Evidence.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

Results

GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for Specialist Teaching Assistant Level 5 outline the apprentice must:

- **Have achieved maths and English qualifications in line with funding rules.**
- **Submit a Portfolio of Evidence.**
- **Declare the chosen option for their Teaching Assistant specialism.**

The Gateway form must be sent to NQual a minimum of 2 weeks before End-Point Assessment is carried out, along with the evidence listed above.

You can access the NQual Gateway form by emailing: admin@nqual.co.uk

*For those with an education, health and care plan or a legacy statement, the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language

PORTFOLIO OF EVIDENCE

As part of the apprenticeship, apprentices are required to prepare a Portfolio of Evidence which will be developed on programme to demonstrate their practice in achieving the knowledge, skills, and behaviours (KSBs) associated with the Professional Discussion. The Portfolio is not directly assessed.

The Portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. submission should typically contain 15 discreet pieces of evidence, which must be mapped against the KSBs.

(*please note that this is not an exhaustive list)

COMPONENTS OF END-POINT ASSESSMENT

Observation with Questions

The apprentice will be observed in their workplace by an independent assessor. There must be no simulation in the observation. The observation will take 2 hours, inclusive of a 90-minute observation and 30 minutes for questioning following the observation. The assessor will ask at least 6 questions.

At least one day before the observation, the apprentice must provide a session plan (and any relevant support materials) to NQual. The activities in the session should allow the apprentice the opportunity to demonstrate the KSBs for this component. The assessor will be looking to observe the apprentice:

- Conducting planned session(s) with an individual, group or class of learners as part of a course or series of teaching sessions
- Delivering a session using relevant technology and or resources to support learners' understanding and outcomes
- Demonstrating curriculum and pedagogical understanding through their teaching activity
- Creating a safe and inclusive learning environment, championing equality, and recognising diversity according to statutory regulations and best practice
- Providing feedback to learners

Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion will allow the apprentice to demonstrate the KSBs mapped to this component and will last for 60 minutes (+ 10%). The apprentice's competence will be assessed against all of the following core themes and one optional theme:

- Core - Regulation and Guidance
- Core - Advancing Learning
- Core - Planning and Assessment
- Core - Professionalism
- Core - Communication
- Option - Specialist Teaching Assistant - SEND
- Option - Social and Emotional Well-being Specialist Teaching Assistant
- Option - Curriculum Provision Specialist Teaching Assistant

The apprentice must have access to their Portfolio of Evidence during the Professional Discussion. The apprentice can refer to the Portfolio to illustrate their answers, but the Portfolio is not directly assessed. The assessor will ask a minimum of 10 questions to support the apprentice to give evidence against the KSBs.



END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Observation with Questions	Professional Discussion
Knowledge			
K1	Core: Statutory and non-statutory curriculum frameworks relevant to the provision.		✓
K2	Core: Statutory and non-statutory health, safety, and well-being frameworks relevant to the provision, including safeguarding.	✓	
K3	Core: Policies, processes, and procedures related to the collecting, storing, and sharing of information.		✓
K4	Core: The principles of equity, equality, diversity, and inclusion, and why these are important.	✓	
K5	Core: The principles of sustainability within the education context.	✓	
K6	Core: Theories of learning, their application, and implications for learning.	✓	
K7	Core: Typical patterns of child development and age-related expectations. How these differ for individual learners and the implication of these.		✓
K8	Core: Sources of information on research-informed evidence-based practice.		✓
K9	Core: The difference between curriculum, assessment, and pedagogy and why this is important when planning.		✓
K10	Core: Rationale, methods, and approaches to planning for learning.	✓	
K11	Core: Teaching strategies to advance learning.	✓	
K12	Core: Barriers to learning and strategies to overcome them.		✓
K13	Core: Principles and different methods of assessment and observation.	✓	
K14	Core: Methods of recording and reporting on assessments.		✓

K15	Core: The Features of enabling environments.	✓	
K16	Core: The principles of behaviours for learning.		✓
K17	Core: The principles of and approaches to learner voice.	✓	
K18	Core: The purpose, impact, and safe use of equipment and resources to advance learning.	✓	
K19	Core: The additional professional support available for learners.		✓
K20	Core: The additional professional support available for their specialist role.		✓
K21	Core: The principles of effective teamwork.		✓
K22	Core: Know how and when to escalate to the appropriate professional for expert help and advice.		✓
K23	Core: The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders.		✓
K24	Core: The principles of effective coaching and mentoring and the difference between them.		✓
K25	Core: The principles and importance of reflective practice.		✓
K26	Core: Know and understand strategies to develop resilience in self and others.		✓
K27	Core: Know how research findings are used to inform practices in education.		✓
K28	Core: The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education.		✓
K29	Core: The appropriate digital and emerging technologies, and their applications to support learning.	✓	
K30	SEND Specialist Teaching Assistant: National and local SEND policies, practices, processes, and procedures.		✓
K31	SEND Specialist Teaching Assistant: The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia.		✓

K32	SEND Specialist Teaching Assistant: Principles and approaches to early identification of SEND.		✓
K33	SEND Specialist Teaching Assistant: The tools available for assessment of SEND.	✓	
K34	SEND Specialist Teaching Assistant: The impact of SEND on children and young peoples' learning and development.		✓
K35	SEND Specialist Teaching Assistant: Strategies to advance learning for learners with a range of SEND.		✓
K36	Social and Emotional Well-being Specialist Teaching Assistant: National and local policies, practices, processes, and procedures related to social and emotional well-being of learners.		✓
K37	Social and Emotional Well-being Specialist Teaching Assistant: The theoretical background to support social and emotional well-being in educational contexts.		✓
K38	Social and Emotional Well-being Specialist Teaching Assistant: Principles and approaches to the promotion of social and emotional well-being in educational contexts.		✓
K39	Social and Emotional Well-being Specialist Teaching Assistant: The tools available to promote social and emotional well-being to advance learning.	✓	
K40	Social and Emotional Well-being Specialist Teaching Assistant: The impact of social and emotional well-being on children and young people's learning and development.		✓
K41	Social and Emotional Well-being Specialist Teaching Assistant: Strategies to advance social and emotional well-being in learning and assessment contexts.		✓
K42	Curriculum Provision Specialist Teaching Assistant: National and local curriculum policies, practices, processes, and procedures.		✓
K43	Curriculum Provision Specialist Teaching Assistant: The theoretical background to progression in the specific curriculum area(s).		✓
K44	Curriculum Provision Specialist Teaching Assistant: Principles and approaches to planning sequences of learning in the specific curriculum area(s).	✓	

K45	Curriculum Provision Specialist Teaching Assistant: The tools available for assessment within the specific curriculum area(s) to advance learning.		✓
K46	Curriculum Provision Specialist Teaching Assistant: The importance of the specific curriculum area(s) on children and young peoples' learning and development.		✓
K47	Curriculum Provision Specialist Teaching Assistant: Strategies to promote the specific curriculum area(s) within the educational context for the benefit of children and young people.		✓
Skills			
S1	Core: Act in line with policies, processes, and procedures related to statutory frameworks and non-statutory guidance, including safeguarding, implementing the setting's behaviour policy.	✓	
S2	Core: Establish a safe, stimulating, and nurturing environment for learners.	✓	
S3	Core: Establish nurturing, effective working relationships with learners, parents or carers and stakeholders.		✓
S4	Core: Demonstrate understanding of equality and diversity and sustainable development.	✓	
S5	Core: Undertake dynamic risk assessment of the learning environment.	✓	
S6	Core: Respond to and mitigate potential hazards that may adversely affect a learning environment.	✓	
S7	Core: Contribute to the planning of learning and assessment activities.		✓
S8	Core: Apply teaching strategies to advance learning, for example scaffolding.	✓	
S9	Core: Select and use safely, appropriate equipment and resources to advance learning.	✓	
S10	Core: Apply an appropriate range of assessment methods, including formative, summative and individual needs-based assessments.	✓	
S11	Core: Analyse assessment outcomes to inform reporting and future planning.		✓
S12	Core: Provide ongoing feedback to learners and support them to respond to feedback.	✓	

S13	Core: Record and report information related to learners' progress to a range of stakeholders.		✓
S14	Core: Collaborate with colleagues and other professionals.		✓
S15	Core: Advocate for and champion the needs of learners.	✓	
S16	Core: Use a range of research to critically evaluate teaching and assessment approaches and practices.		✓
S17	Core: Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs.	✓	
S18	Core: Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources.		✓
S19	Core: Update and maintain their own knowledge and skills as part of managing their own continuing professional development.		✓
S20	Core: Communicate information and analysis in a variety of forms to reflect the needs of the audience, for example by providing appropriate advice and guidance to parents or carers.		✓
S21	Core: Support the development of effective practices in others, for example through mentoring and coaching colleagues.		✓
S22	Core: Identify, action, and challenge issues and undertake difficult conversations where appropriate.		✓
S23	Core: Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being.		✓
S24	Core: Implement strategies to support the social and emotional well-being of learners.	✓	
S25	Core: Select and use technologies safely and effectively to promote learning.	✓	
S26	Core: Prioritise and manage own workload, for example recognising the importance of capacity.		✓
S27	SEND Specialist Teaching Assistant: Implement national and local SEND policy, practices, processes, and procedures.	✓	

S28	SEND Specialist Teaching Assistant: Apply approaches to the assessment and early identification of SEND.		✓
S29	SEND Specialist Teaching Assistant: Apply strategies to adapt provision and practices to support learners with SEND.	✓	
S30	Social and Emotional Well-being Specialist Teaching Assistant: Implement national and local policies, practices, processes, and procedures related to social and emotional well-being.	✓	
S31	Social and Emotional Well-being Specialist Teaching Assistant: Identify and signpost learners in need of social and emotional well-being intervention.		✓
S32	Social and Emotional Well-being Specialist Teaching Assistant: Apply strategies to support the social and emotional well-being of learners.	✓	
S33	Curriculum Provision Specialist Teaching Assistant: Implement national and local policies, practices, processes, and procedures related to the specific curriculum provision.	✓	
S34	Curriculum Provision Specialist Teaching Assistant: Adapt planning and assessment to support learning and progress in the specific area of curriculum provision.	✓	
S35	Curriculum Provision Specialist Teaching Assistant: Support colleagues by advocating for the specific curriculum provision.		✓
Behaviours			
B1	Core: Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity, equality, and diversity within professional contexts.	✓	
B2	Core: Act professionally, positively, and proactively.	✓	
B3	Core: Show respect, care, approachability and empathy for children, colleagues, and stakeholders.		✓
B4	Core: Adaptable and resilient.	✓	
B5	Core: Eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism.		✓
B6	Core: Model appropriately aspirational practices.	✓	

GRADING & CRITERIA

Assessments will result in the apprentice achieving a Fail, Pass, Merit or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria.

In order to pass the overall End-Point Assessment, the apprentice must pass both elements of the End-Point Assessment.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Assessment Breakdown

An apprentice must achieve a minimum of a Pass in both components to achieve a Pass overall. To achieve a merit, the apprentice must achieve a distinction in one assessment method and a pass in the other. To achieve a Distinction, the apprentice must achieve a Distinction in both components. The final grade will be decided on the following combinations.

Assessment Methods 1: Observation with Questions	Assessment Methods 2: Professional Discussion	Overall Grade
Any Grade	Fail	Fail
Fail	Any Grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the tables below separated into Observation with Questions and Professional Discussion elements.

Grading Descriptors for Observation with Questions

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p>(Core) Regulation and Guidance K2 K4 K5 K15 S1 S2 S4</p>	<p>Creates a safe, nurturing, stimulating, and enabling environment for learners, setting behaviours which demonstrate inclusive, and sustainable practices, in line with legislation and policies related to statutory and non-statutory Frameworks for health safety and wellbeing. (K2, K4, K5, K15, S1, S2, S4)</p>		<p>Pass:</p> <p>Apprentices should plan to show how they are working in line with legislation and policies, which could include The Health and Safety Act, KCSIE, internal behaviour policies. Frameworks could include The National Curriculum and EYFS. Apprentices should demonstrate working with models of inclusive practice and teaching strategies to support wellbeing.</p>
<p>(Core) Advancing Learning K6 K11 K18 K29 S5 S6 S8 S9 S24 S25 B2</p>	<p>Completes a dynamic risk assessment of the learning environment, including the safe use of equipment and technology, and mitigates and responds to potential hazards. (K18, K29, S5, S6, S9, S25)</p> <p>Drawing from theory, positively and professionally implements strategies to advance learning supporting the social and emotional wellbeing of learners and recognises the implications of the chosen teaching strategies. (K6, K11, S8, S24, B2)</p>	<p>Critically evaluates theory and strategies they have used to advance learning including how they completed a detailed systematic risk assessment covering and mitigating all hazards ensuring, learners are safe their wellbeing supported to advance learning. (K11, S5, S6, S9, S24)</p>	<p>Pass:</p> <p>Evidence of completing a risk assessment in line with legislative requirements and may draw on online safety policies (including how to respond to potential online hazards).</p> <p>Theories related to the social and emotional well-being of learners may include Bandura, SDT, Erikson, and Bronfenbrenner.</p> <p>Teaching strategies should advance learning as well as supporting social and emotional well-being.</p> <p>Distinction:</p> <p>The apprentice gives a critical evaluation of theories and strategies used and is able to evaluate how the risk assessment was impactful.</p>

<p>(Core) Planning and Assessment K10 K13 S10 S12 S17</p>	<p>Applies a range of assessment methods, both formative and summative suitable for each individual learner, in line with the principles, providing a rationale for the approaches to the planning for learning and provides ongoing feedback and support to enable responses from learners. (K10, K13, S10, S12)</p> <p>Applies and is able to give reasons for the choice of teaching and assessment methods in the learning environment to support learners. (S17)</p>	<p>Justifies their approach to the range of assessment methods used and how these support planning and assessment, in line with principles, and how the approach impacted on the learners. (K13, S10, S12, S17)</p>	<p>Pass:</p> <p>More than one of each formative and summative assessment method must be observed. A rationale is required to explain the approach to planning and the methods for assessment. Giving feedback and support to learners will be observed.</p> <p>Distinction:</p> <p>The apprentice will be able to justify their approach, methods used and the impact on the learner.</p>
<p>(Core) Professionalism B1 B4 B6</p>	<p>Models aspirational, consistent, and impartial practices, demonstrating resilience and adapting behaviour within a professional context and in line with organisational and learners' needs. (B1, B4, B6)</p>		<p>Pass:</p> <p>The apprentice will show positive behaviours in line with the criteria. The apprentice should be aware of how their behaviour aligns with organisational and learner needs.</p>
<p>(Core) Communication K17 S15</p>	<p>In line with the principles, demonstrate approaches to the learner voice through advocating and championing learner needs. (K17, S15)</p>		<p>Pass:</p> <p>The principles of learner voice, including inclusivity, authenticity, respect, and reciprocity should be considered through approaches such as providing feedback opportunities, learner-driven enquiry, and learner goal setting.</p>

<p>(SEND Specialist Teaching Assistant) SEND K33 S27 S29</p>	<p>Use tools available for assessment, and apply strategies to adapt provision to support learners, in line with SEND policy, procedures and processes. (K33, S27, S29)</p>	<p>Effectively combines tools and strategies to assess SEND and adapt provision in line with local SEND policy. (K33, S29)</p>	<p>Pass: Support strategies may include conducting baseline and ongoing assessments, implementing differentiated instruction and creating individualised education plans (IEPs). Available tools should be relevant to the strategy and may include; Seesaw (differentiation), Boxall Profiles (assessments) and Edukey's Provision Map (IEPS). Implementation approaches should be considered in line with the needs of the setting and the learners.</p> <p>Distinction: An effective combination of tools and strategies, which show good knowledge of local SEND policy.</p>
<p>(Social and Emotional Well-being Specialist Teaching Assistant) Social and Emotional Well-being K39 S30 S32</p>	<p>Using tools available, apply strategies, in line with national and local policies, practices, processes and procedures to support social and emotional wellbeing. (K39, S30, S32)</p>	<p>Effectively combines tools and strategies to promote social and emotional wellbeing to advance learning. (K39, S32)</p>	<p>Pass: Strategies such as 'promoting safe and inclusive environments' and 'encouraging student voice and agency' could be evidenced, using tools such as technology (i.e. Padlet, Google Forms) or discussion and feedback. Relevant policies may include national guidelines, such as 'Every Child Matters,' or guidelines taken from local policies.</p> <p>Distinction: Evidence of an effective combination of strategies, which ultimately result in advancements in learning.</p>

<p>(Curriculum Provision Specialist Teaching Assistant) Curriculum Provision K44 S33 S34</p>	<p>Adapts planning and assessment to support learning in their specific curriculum area, in line with national and local policies, practices, processes, and procedures. (K44, S33, S34)</p>	<p>Effectively adapts their approach to planning and local practice to support sequencing of learning within their specific curriculum area. (K44, S34)</p>	<p>Pass: The approach to planning should show differentiation and use of formative and summative assessment. The apprentice could consider the need for collaboration, implementing cultural and contextual relevance and having feedback loops for continuous improvement. Policies, practices, processes, and procedures must be adhered to.</p> <p>Distinction: There will be effective adaptation in the apprentice's approach, which positively supports learning within the curriculum area.</p>
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Grading Descriptors for Professional Discussion Underpinned by a Portfolio of Evidence

The apprentice must meet all the Pass and Distinction criteria to achieve a Distinction.

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p>(Core) Regulation and Guidance K1 K3</p>	<p>Explains their use of statutory and non-statutory curriculum frameworks in their provision, and the policies and procedures they consider when collecting storing and sharing information, to adhere to organisational guidance and legislation. (K1, K3)</p>		<p>Pass:</p> <p>How the statutory frameworks are used in the setting and what non-statutory frameworks are used for, for example, enrichment opportunities.</p> <p>Collecting, storing, and sharing information legislation could include GDPR, plus organisational guidelines.</p>
<p>(Core) Advancing Learning K7 K8 K12 K16 K28</p>	<p>Summarises the importance of social-cultural context on learning within their provision, and how patterns of child development and age-related expectations differ for individual learners, including the factors that may lead to inequalities in access to education. (K7, K28)</p> <p>Explains how they use the principles of behaviours for learning to develop strategies to overcome barriers and advance learning, drawing from a range of research to inform their practice. (K8, K12, K16)</p>		<p>Pass:</p> <p>The importance of socio-cultural context may include background, family support, and community values.</p> <p>Differences in development and expectations may include cognitive, social, and emotional aspects.</p> <p>More than one factor leading to inequality should be given and may include socioeconomic status, language barriers, learning needs and disabilities and geographical barriers.</p> <p>At least 2 principles of behaviours for learning should be included, relevant to the setting (underpinning theory may support but is not mandated), with examples of strategies</p>

			<p>developed to overcome barriers and advance learning. At least 2 elements of research must support the answer.</p>
<p>(Core) Planning and Assessment K9 K14 S7 S11 S13 S16</p>	<p>Evaluates teaching and assessment approaches and practices using a range of research, summarising the difference between curriculum, assessment and pedagogy explaining why this is important when planning. (K9, S16)</p> <p>Analyses assessment outcomes for learners, contributing to the planning of learning and assessment activities by recording and reporting on assessments to stakeholders supporting future planning. (K14, S7, S11, S13)</p>	<p>Critically analyses assessment outcomes for their learners, and how these inform future planning. (S7, S11)</p>	<p>Pass:</p> <p>At least two of each teaching and assessment approaches are required. The evaluation must be supported by research.</p> <p>An analysis of assessment outcomes must be given, along with how those outcomes inform planning.</p> <p>Distinction:</p> <p>Further, a critical evaluation will question assumptions and biases, showing a deeper understanding of the outcomes and how they can be used for future planning.</p>
<p>(Core) Professionalism K20 K25 K26 K27 S18 S19 S23 S26 B5</p>	<p>Assesses how they use reflective practice and research to inform practices in education and their own practice, demonstrating how they seek and respond to feedback, including professional support available for their role and how they develop resilience in self and others. (K20, K25, K26, K27, S18)</p> <p>Prioritises and manages capacity of their workload, continually updating their subject specialism knowledge and skills for their own continual professional development. Open and receptive to challenge and constructive criticism, demonstrating the ability to recognise signs of vulnerability in self and others, taking</p>	<p>Critically evaluates professional development activities and explains the impact on own role and the wider organisation. (S18, S19, B5)</p>	<p>Pass:</p> <p>Examples of how you have reflected and what development has been identified. Examples of specific feedback gained and how it has been utilised. Professional support may include expert advice, mentoring, coaching or formal training, for example. A work-based example showing and developing resilience of self and supporting the resilience of colleagues.</p> <p>Approaches to prioritisation and managing workload may include recognised or personal techniques. A minimum of 2 CPD examples are required. An example of minimising risk should link directly to risk to professional wellbeing of self or others.</p>

	<p>action in line with procedures to minimise risk to professional wellbeing. (S19, S23, S26, B5)</p>		<p>Distinction:</p> <p>A critical evaluation of at least 2 professional development activities. The impact of development on yourself and the organisation must be explained.</p>
<p>(Core) Communication K19 K21 K22 K23 K24 S3 S14 S20 S21 S22 B3</p>	<p>Explains how they adapt different communication styles and strategies to provide advice and guidance to maximise understanding for individuals and demonstrates a collaborative approach with colleagues and other professionals. (S14, S20)</p> <p>Explains the differences between coaching and mentoring and how they improve effective practice in others, and how they apply the principles of teamwork to support effective working relationships, with learners, parents, or carers. (K21, K23, K24, S3, S21)</p> <p>Explains how they have demonstrated a respectful and empathetic approach to learners, colleagues and stakeholders identifying action and challenging issues by holding difficult conversations, knowing how and when to escalate for expert help and advice and what additional professional support is available to their learners in line with organisation procedures. (K19, K22, S22, B3)</p>	<p>Analyses their approach to establishing nurturing, effective working relationships with learners, parents or carers and stakeholders, and the impact this makes including the strategies they use to tailor their approach to communicating with respect and care, to work collaboratively. (K23, S3, S20, B3)</p>	<p>Pass:</p> <p>Workplace examples of where you have adapted communication style and strategy to support understanding. Examples may include choice of language, feedback, active listening, and reflection.</p> <p>An understanding of the most appropriate use of both coaching and mentoring and what each is most beneficial for in terms of supporting the practice of others.</p> <p>The principles of teamwork may include clear communication, shared goals, defined roles, and conflict resolution.</p> <p>Distinction:</p> <p>An analysis is given of own approach to relationship building. The strategies used to tailor the approach will include personal examples of how communication has been considered for collaboration and respect.</p>

<p>(SEND Specialist Teaching Assistant) SEND K30 K31 K32 K34 K35 S28</p>	<p>Explains the theory, principles, and approaches to the early identification of a range of SEND. (K31, K32)</p> <p>Assesses the impact of SEND on children and young peoples' learning and development drawing from theory and explains how they apply approaches to the assessment and early identification of SEND to advance learning in line with national and local SEND policies and procedures. (K30, K34, K35, S28)</p>	<p>Critically evaluates their approaches to the assessment and early identification of SEND and how drawing on theoretical background of SEND impacted the children or young people. (S28, K31)</p>	<p>Critically evaluate more than one approach that is used with early identification and assessments related to SEND. This should include a critical analysis of the impact that this has on children.</p> <p>Examples of theories could include but is not limited to; Vygotsky, Bandura, Piaget, Mayer's Theory of Multimedia and behaviourist theorists.</p> <p>Analysis of the theoretical approaches in line with SEND assessments and national and local SEND policies and procedures.</p>
<p>(Social and Emotional Well-being Specialist Teaching Assistant) Social and Emotional Well-being K36 K37 K38 K40 K41 S31</p>	<p>Explains how they identify and signpost learners in need of social and emotional wellbeing intervention, in line with national and local polices, and processes, and summarises how self-regulation theory supports their work and the impact of their intervention on the learning and development of the children or young people. (K36, K37, K40, S31)</p> <p>Evaluates the principles and approaches to the promotion of well-being in educational contexts, and how they have used strategies to advance social and emotional wellbeing in their work. (K38, K41)</p>	<p>Critically evaluates the principles and approaches to the promotion of social and emotional wellbeing for children or young people supported by theory, and how this helps to identify those in need and the impact this has on the children or young people's learning and development. (K37, K38, K40, S31)</p>	<p>Awareness of the national, local, and specific social and emotional well-being intervention policies and procedures and how to identify and signpost learners to the appropriate services. A critical analysis of the impact of early identification and early intervention can support the learner. More than one example should be explored.</p>

<p>(Curriculum Provision Specialist Teaching Assistant) Curriculum Provision</p> <p>K42 K43 K45 K46 K47</p> <p>S35</p>	<p>Supports colleagues by advocating their curriculum provision, drawing on theory to progress and promote their specific curriculum area to benefit children and young people in line with national and local curriculum policies, practices, processes, and procedures. (K42, K43, K47, S35)</p> <p>Assesses the tools they use to advance learning, and the importance of their specific curriculum area on children and young people's learning and development. (K45, K46)</p>	<p>In line with national and local curriculum policies and practices, critically evaluates how their chosen strategies for promoting their specific curriculum area benefits the children or young people. (K42, K46, K47)</p>	<p>More than one example should be provided of the strategies used to support colleagues. Theory should be used to justify responses related to the curriculum area.</p> <p>Clear links to curriculum, policies and practices should be explored.</p> <p>More than one example should be used in response to explain the tools to advance learning and critical analysis of the importance of how their specific curriculum area supports the development of children and young people's learning and development.</p>
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Re-sit / Re-take

If an apprentice requires a re-sit for one component this typically takes place within 2 months of the Fail notification. A re-take is typically taken within 4 months of the Fail Notification. If a re-sit / re-take takes place outside of 6 months, the apprentice will be required to be reassessed on all elements.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum of a Pass.

MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A mock Professional Discussion should take 60 minutes (+ 10%).



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